

Rotolo Middle School Course Syllabus



<p>Course Name: 8th Grade Social Studies - 20th Century U.S. History</p> <p>Teacher: Mrs. Debbie Whelpley</p> <p>Teacher Contact Info:</p> <p>Primary Email Address: ★ deborah.whelpley@bps101.net</p> <p>Communication Links: ★ Mrs. Whelpley's Website ★ Team 8-1 Google Classroom</p> <p>RMS Handbook</p>	<p>8th Social Studies Department Teachers: Tracy Hildebrand, Joe Montanari, Julia Schaeffer, and Debbie Whelpley</p> <p>Course Description: 2025-2026 RMS Course Descriptions (Scroll down to 8th Grade Social Studies.)</p> <p>Required Materials:</p> <ul style="list-style-type: none"> ● Agenda ● Composition Book (100 pages) ● Plastic folder (used only for SS) ● Pencil(s) ● Colored Pen or Marker ● Highlighter ● Charged Chromebook ● Earbuds ● Large Glue Stick ● Colored Pencils ● Scissors ● Independent Reading book ● *OPTIONAL BUT VERY HELPFUL: Pouch (to hold items) <p>*Please replenish all supplies as needed.</p>
<p><u>Eighth Grade S.S. Crown Standards</u></p> <ol style="list-style-type: none"> Inquiry Standard: (Research) SS.9-12.IS.2.MC <ul style="list-style-type: none"> ○ Gather relevant information from credible sources and determine whether they support each other. Inquiry Standard: (Writing) SS.6-8.IS.4.MdC <ul style="list-style-type: none"> ○ Construct explanations for a specific audience using reasoning, correct sequencing, examples and details, while acknowledging their strengths and weaknesses. Civics Standard: SS.6-8.CV.1.MC <ul style="list-style-type: none"> ○ Evaluate the powers and responsibilities of individuals, political parties, interest groups, and the media; how these have changed over time; and the impacts on multiple communities. Geography Standard: SS.6-8.G.1.LC <ul style="list-style-type: none"> ○ Use geographic representations (e.g., maps, photographs, satellite images) to explain relationships between the locations (places and regions) and changes in their environment. History Standard: SS.6-8.H.1.MdC <ul style="list-style-type: none"> ○ Analyze connections and disconnections among events and developments in broader historical contexts and identify the effects of events of groups of people who have been marginalized. History Standard: SS.6-8.H.2.LC.SS <ul style="list-style-type: none"> ● Explain how and why perspectives of people have changed over time. <p><small>Social Science - The Social Studies learning standards guidance document is currently under revision, please see 23 IL Admin Code Part 1 Appendix D for the current learning standards. Crown Standards selected from this document https://www.isbe.net/Documents/ONEARK.pdf accessed on September 1, 2023.</small></p>	<p><u>8th Grade Semester Essential Questions</u></p> <p>Unit #1: School Begins: Imperialism-"What upsets people?" - (IDM 1)</p> <p>Unit #2: Civics-"Should we change the Constitution?" - (IDM 2)</p> <p>Unit #3: World War I-"How are people persuaded?" - (IDM 3)</p> <p>Unit #4: 1920's/The Great Depression-"Was the New Deal a good deal?"- (IDM 4)</p> <p>Unit #5: World War II-"What were the major turning points in WWII?" - (IDM 5)</p> <p>Unit #6: Post War/Early Cold War (Truman)-"Why were Americans so afraid of communism?"- (IDM 6)</p> <p>Unit #7: American Dream & Early Civil Rights: "Was the American Dream available for all people?" - (IDM 7)</p> <p>Unit #8: Brinkmanship: Foreign Policies of IKE, JFK & LBJ "How did we get to the brink?" - (IDM 8)</p> <p>Unit #9: Genocide Memorial-"What makes something a memorial?" - (IDM 9)</p> <p>Unit #10: Vietnam War/Watergate-"How should Americans remember the Vietnam War?" - (IDM 10)</p> <p>Unit #11: End of the Cold War-"What were the failures of both the Soviet Union and U.S. by the end of the Cold War?" - (IDM 11)</p> <p>Unit #12: Immigration-"How do governments determine policies?" - (IDM 12)</p>
<p><u>Student Expectations for this Course:</u></p> <ol style="list-style-type: none"> Mrs. Whelpley's Classroom Constitution BARK Charts <ol style="list-style-type: none"> Classroom Technology <p><u>Teacher Expectations for this Course:</u></p> <ul style="list-style-type: none"> ● I will provide timely feedback. ● I will present information for students so that they become successful citizens and lead more productive lives. ● I will facilitate student learning. ● I will push students to reach their potential. ● I will help students create and reach their goals. ● I will meet the students where they are. ● I will create a safe and nurturing learning environment. 	<p><u>Essential Skills:</u></p> <ul style="list-style-type: none"> ● Students will be actively engaged in inquiry based learning and activities. ● Students will cite specific textual evidence to support analysis of primary and secondary sources. ● Students will explain how the evidence they find supports the answer to a guiding question. ● Students will construct explanations using reasoning, sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. ● Students will continue to practice reading and annotating a text effectively. ● Students will be able to identify places around the world pertinent to our units of study including being able to identify all fifty states on a U.S. map.

Extra Learning & Help Opportunities:

- Extra help available by appointment before school, after school OR during X-Time (Office Hours). Contact Mrs. Whelpley.
- If students have any questions, comments, or concerns they can email Mrs. Whelpley. Any emails after 6 PM are not guaranteed a reply until the next school day.

Absences:

- Students receive one extra day for every day they are absent to complete any new assignment(s).
- If absent and able, it will be helpful for students to check Mrs. Whelpley's website for any work they can complete before returning. This will help alleviate the workload when the student returns.
- Also, if the student is absent for two or more days, the student or parent can contact Mrs. Whelpley (through email) for any questions or any work needs to be picked up.

- Students will gather and organize information and data.
- Students will explain how and why perspectives of people have changed over time.
- Students will use historical thinking skills to analyze primary sources.
- Students will construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- Students will communicate conclusions and/or take action.
- Students will apply a range of deliberative and democratic procedures to make decisions or take action.
- Students will utilize their time in class to alleviate extra work outside the classroom time.

Grading/Assessments:

Grade Calculations:	*Categories established according to Illinois social studies standards <ul style="list-style-type: none"> • Classwork/Homework - 10-20% of the student's final grade • Summative Assessments - 80-90% of the student's final grade
BPS Homework Policy:	6:290 policy.bps101.net
BPS Grading Policy:	<ul style="list-style-type: none"> • 6:280 policy.bps101.net

Remediation Statement & Policy:

- *Students are expected to prepare for assessments to the best of their ability, both formative and summative.*
- *Students are allowed to retake summative assessments benchmark exams.*
- *The remediation process must be followed to be considered for a retake:*
 1. Notify Mrs. Whelpley (email or in person) **immediately** after you receive your score for the original summative assessment to discuss a remediation plan.
 2. ***All late/missing work within the current unit MUST be completed before the unit assessment is taken to receive full credit.**
 3. Remediation plan should be completed BEFORE taking the retest.
 4. Retakes may consist of an alternative assessment or a standards based project as decided by Mrs. Whelpley.
- Please note: Students need to understand that in higher education, retakes will not be a choice. Therefore, retakes should be considered after deep reflection to figure out WHY they needed to retake the assessment.

Late Assignments:

- All late work/skill practice is accepted for full credit as long as it is completed by the end of the unit (before the unit summative assessment).
 - However, some late assignments may not be accepted after the due date as per the discretion of Mrs. Whelpley.
 - Those specific assignments would be communicated by Mrs. Whelpley.
 - My expectation is that all late work is completed so that the student does not lose the opportunity to practice important skills.

***Also, see "Remediation Statement & Policy" for info regarding late assignments.**

Missed Summative Assessments:

- Any student that misses a **summative** assessment due to absence on the day of the assessment must make up the assessment the day they return.
- Students who are absent several days before the assessment must communicate with Mrs. Whelpley when they will make up the assessment. Of course, if the student misses days where new information was introduced, they would take the summative assessment after preparation and discussion with Mrs. Whelpley.
- **It is the student's responsibility to notify Mrs. Whelpley ASAP if you need to take the assessment at a later time for any reason, so it can be determined if the assessment should be taken before school, during Bulldog Block or after school.**
- If there are any extraordinary circumstances preventing the student from taking the assessment the day they return, it must be communicated to Mrs. Whelpley through email **BEFORE returning to school the day they return** BEFORE THE CLASS BEGINS.

★ Please note: Sometimes specific academic resources may change from what is listed here at the beginning of the school year as I try to best meet individual needs of their students.